Sarah Pun

Transcribing

Section 1

22 \*TEA: that helps us figure out what symme↑trical means. (1)

23 \*TEA: okay maybe if we ↑see some things that ↑are symmetrical (.6) um: and some (1)

24 things that ↑are not symmetrical (1.2) we can u:se (1) that thinking about core

25 squares.

26 \*TEA: something we know better than we know that bedspread to help us.=

27

28 \*TEA: =what Nicole? (1.2)

29 \*NIC: symmetrical: (1)

30 \*NIC: oh never mind what (I was going to say is that that um xxx.)

31

32 \*TEA: (xx) so you're still [thinking symmetrical is identical?

33 \*NIC: [well it's not no uh yeah

34 a[nd it and it would be it would be um like

made out of the same stuff. (.8)

35 \*TEA: [oh okay.

36 \*TEA: um: alright I want you to look at-

37 \*TEA: for ↑one thing I'm not gonna show ↑you two (.8) at a time. (1)

38 \*TEA: I'm only gonna to show you one at a time and it can be symmetrical

39 or not symmetrical by itself. (.)

40 \*TEA: so: that will get us past part of our thinking.=

41 \*TEA: =this is Alex's core square. (.4)

42 \*TEA: ↓okay.

43 \*TEA: °and I'm checking to make sure that° (1.2)uh I wanted to show it to you in

44 the way he designed it and this is his top left hand corner.

45 \*TEA: this is Alex's core square that he used to help plan his quilt

46 family booklet.

47 \*TEA: Alex's core square is symmetrical. (3)

48 \*TEA: oka:y think about that.

49 \*TEA: this one is symmetrical. (4)

50 \*TEA: this is Paul's ↑core square. (2)

51 \*TEA: and this is the way he (.) um (2) he designed ↑it. (3)

((Showing square to class))

52 \*TEA: Paul's core square is not symmetrical. (3)

53 \*TEA: Paul's core square ↑is not symmetrical. (.6)

54 \*TEA: okay now study that and think about what that could mean (.) and I'm

55 gonna show you another one and then we'll put them back

56 up °and see if we can figure something out from that.°=

57 \*TEA: =this is Ashley's. (3.2) ((Showing class))

58 \*TEA: Ashley's core square is symmetrical. (4)

59 \*TEA: oka:y? (1)

60 \*TEA: and then I'm gonna show you-

61 \*TEA: mine is still on my lap so I'll show you one more. (.)

62 \*TEA: um: my core square is not symmetrical.

63 \*TEA: my core square ↑is not symmetrical. (.)

64 \*TEA: so we had two (yep)(.) that were and two that weren't.

65 \*TEA: look at them.=

66 \*TEA: =I'll (.) show them to you again.

67 \*TEA: the:se are the two core squares that are symmetrical that we looked

68 at .

69 \*TEA: ↑Alex's (.) and Ashley's. (.)

70 \*TEA: so study ↑them and see what you can think a↑bout them.

71 \*TEA: Teddy can you please put ↑your core square down? (4)

72 \*TEA: we might be talking about it and thinking about it ↓later.

73 \*TEA: could you lay it on the carpet? (.)

74 \*TEA: (be)cause I really need you to be paying attention to Ashley's (.) and

75 Alex's.=

76 \*TEA: =now did Ashley and Alex make the same core squares?

77 \*SEV: no.

78 \*TEA: are these core squares identical?

79 \*SEV: no. (.)

80 \*TEA: no. (.)

81 \*TEA: but they both are symmetrical. (1)

82 \*TEA: both of these core squares are symmetrical.

83 \*TEA: think about that.

84 \*TEA: [AND THEN LET ME] show you two that are not symmetrical.(1)

 \*STU: [(xxx)

85 \*TEA: now (1.8) these two, Paul's and mine, (.) ar:e not symmetrical.

86 \*TEA: they are not. (1)

87 \*TEA: are they core squares?

88 \*SEV: yes.

89 \*TEA: are they made of the same kind of thing?

90 \*STU: [yes.

91 \*TEA: [yeah they're] on paper.

92 \*TEA: they're both two sided.=

93 \*TEA: =are they the same size?

94 \*SEV: yes.

95 \*VAN: yes.

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CA Final Project—Sarah Pun

7:42

T- For 20 points, ↑whenever you call on a student. you should have a purpose right? Give two examples of purposes or reasons to call on a student. (.) Sunny.

S- The first (hhrr) ((cough)) The first try to- the first one (.) asks uh try to involving class

T- Try to:

S- involve participate in class

T- Okay, try to get them to participate in class, okay.

S- and we can also do (.) bad things like talking others and

T- \*h alright so it wasn’t necessarily in the reading but right if they’re talking or something you might want to pick on the person to make- okay↓ that works as well. 20 points good. THERE WERE OTHER re(h)ason(h)s ((laughing voice)) in the text as well. Some of them included things like making sure uh: if you want to call on somebody who is particularly knowledgeable so, they can actually °answer the question, and get a good answer, or, checking student comprehension.° Good. For 10 points. 10 points. How long should you wait for students to answer a question? Jichow.

J- 3-5 sections.

T- 3-5 seconds, right. ((smiling voice)) 10 points for o:range. Chatching ↑UP Alri:ght↓ 10 points (.) International teaching assistants at the Utah state (.) °university° (.) first thought what (.) about wait time? Before they realized it actually made students feel more comfortable. What did they think about wait ↑time first? (.) They changed their minds. (4) \*h:: this is a tough one I almost made it worth more points. (3) The only people who cannot answer right now are °Jichow and Sunny. Everybody else can answer.°

S- Can you (.) say again the question?

T- Yes. the question i:s International teaching assistantships at Utah state ↑university what they- the:y where involved in a study (.) and when they bega:n they had a certain opinion about wait time but at the end of the study they realized that wait time actually makes American students feel °more comfortable. (.) What was that opinion? (.) Consider this an obscure fact. °

S- Hey ( ) ((whispering to AJ))

T- °Blay can answer.° AH ↑C

C- um international TA in Utah ↑study who study the tape that first thought that uh we can’t was kind of keep the student waiting and it was impolite however they change the idea that if a teacher keep increasing wait time can make a students more comfortable. ((reading))

T- right. They thought ↑it was impolite. That the ↑students ↑wouldn’t like↓ it. But then decided that maybe the students were actually more comfortable. (.) ‘kay ↑good. \*hh for 20 points, °and this would bring you guys to a tie.° For 20 points, what are 2 things you can do to encou:rage students to ask questions? What are 2 things you can do: to ↑encourage students to ask questions? And I think C and Sunny, ↓no ↑C and Jichow, are the only two that cannot answer now. AJ.

A- So you can be ↑humorous: kidding about topics you’re talking about and you can look around you know to watch those students see if they feel some:thing uh they feel hard to answer it then you can encourage to answer. Ah they’re two ah perpe( ) by saying something like ( ) or polite.

T- More polite[ly? Can you give me an example?]

S- [should I add on?]

should I add on?

T- huh?

S- add on (.) add on ((hand gesture showing “add on”))

T- ah ↑( )? I want a little bit more from you.

S- extra po:ints:

T- no I’m not going to give you extra ↑points I might give you 20 though if you can give me the answer

S- no. this my answers. Is a- is a-

T- extra points?

S- alright

T- well that’s something that wasn’t in the reading.

S- oh

T- right but, AJ can you kind of explain by adding more: making it more formal: can you give an example?

((AJ nods))

(7)

A- yeah. you can say that since very difficult so why thinking must have some ↑questions so

T- right. Good. °Uh you guys are the orange team.° Good 20 points. So you can use humor but you can ac↑knowledge that it’s a very difficult ↑subject, (.) and that you might need some ↑help. (.) You might also:: specifically ask questions: about °topics. Like° do you ha:ve about what dialogic teaching i:s. °Right. That’s another thing you can do.°